**K-5 ELA Lesson Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher:**  **Foust Elementary** | | **Grade:**  **3rd Grade** | | | **Date(s)**:  Unit Day 1&2- 8/27~8/28 |
| **Unit Title ( 20 days):**  Prove It! (Textual Evidence to make a claim) | | | **Corresponding Unit Task (7 days):**  Task 1 **Text Evidence Organizer-** After reading literary and informational text selections, students will complete a graphic organizer to demonstrate their use of text evidence. | | |
| **Essential Question(s):**   * How do readers use textual evidence to help answer questions? * How can a good speaker effectively engage in a conversation with a(an) person/audience and appropriately convey their message? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  Spelling Assessment Materials  Projector  sticky notes  chart paper  sentence strips | | | | **collaborative discussions -** a group of individuals who work/discuss together using creative problem solving strategies that result in shared decision making   * 1. **evidence** - Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by other  |  |  |  | | --- | --- | --- | | |  | | --- | | * + 1. **fact** - A thing that is indisputably the case. Information used as evidence or as part of a report or news article     2. **claim**- State or assert that something is the case. | |  | | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  ×Modeled  ×Shared  ×Guided Practice  ×Independent | **Reading**  **Reading Focus: Using Text Evidence to support a claim**  *Pre-Assess Unit 1 using Assessment from GEMS*  **Standards:**  **RI.3.1**. - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  **I Can Statement(s):**  I can make a claim about an image using facts to support my claim.  **Instructional Plan:**  ***APK*:** Students will be asked to take a minute to look at the picture and record their thoughts on a post-it note or index card. Students will then mingle around the room to share their ideas with at least 2 other classmates *(teach procedure for mingle activities prior to the activity)*  ***I Do*:**  Using an image I will use mental modeling to discuss my thoughts of the image. I will then record my thoughts onto chart paper and refer back to the picture as evidence to support my thoughts. I will then introduce the essential vocabulary words; claim and evidence. I will point out that my claim about the picture is supported by evidence from the image this self. I will then state that good readers use the same strategy when reading a variety of texts ( take a moment to brainstorm with students the different types of texts they are familiar with; chart, turn and talk, think pair share strategy **differentiation strategy:** students may be asked to explain the features of the genre and how they know that is a feature of that particular genre) I will then show students how I take the ideas I have about the picture and support my claim on the graphic organizer  ***We Do:*** Students will be shown a new image. Together we will brainstorm a claim about the picture. Students will be given a few minutes to write I notice and I wonder statements *(instruct the importance and how to write I notice and I wonder statements prior to assignment)* about the image shown. Students will then discuss with the members of their table groups evidence to support our claim. Then as a table group students will decide on a piece of evidence to share with the class, write their evidence on a sentence strip, then post on a class graphic organizer *( introduction to cooperative roles).*Using a thumbs up/thumbs down strategy as a class we will decide if the evidence presented was supported by the image.  ***You Do:*** Students will work as a table group to make a claim about an image (each table will be given a different image to work with). Students will make a claim and find 3-5 evidences to support their claim (students will be expected to verbalize how and why this helps support their claim) **differentiation strategy:** students at intervention level may cut out or draw their supports into the graphic organizer. As time allows students will then take a gallery walk to see the ideas of others, students may add evidence to the graphic organizer as they rotate providing that the information they are adding is supported by the image. ( teach gallery walk procedure as well as expectations for a working gallery walk)  ***Extension Activity:*** Students will draw a picture of a claim, then swap with a partner and create a graphic organizer using evidence from the picture to support the claim. | | | | |
| **Gradual Release of Responsibility:**  ×Modeled   * Shared   ×Guided Practice  ×Independent | **Writing**  **Writing Focus: Sentence Structure**  *Writing Baseline Assessment to be given on first “P.E” day.*  **Standards:**  **L.3.1**. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.3.1i** - **Produce simple,** compound, and complex **sentences.**  **I Can Statement(s):**  I can create a simple sentence using evidence to support a claim.  **Instructional Plan:**  Students will use complete sentences to create and support a claim using I notice/I wonder statements (We Do). Students will also work collaboratively to write claim in a complete sentence using evidence for support (We Do). Students will also create a claim and evidences using complete sentences (You Do). | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice   ×Independent | **Word Study**  **Word Study Focus: Nouns and their function in a sentence**  *Give BEAR spelling inventory (guided reading time?)*  **Standards:**  **L.3.2f** - Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.  **I Can Statement(s):** I can show my knowledge of spelling patterns.  **Instructional Plan:**  Students will be assessed using “Words Their Way” assessment. Assessment will be used to group students based on spelling needs. | | | | |
| **Gradual Release of Responsibility:**  ×Modeled   * Shared   ×Guided Practice  ×Independent | **Speaking & Listening**  **S&L Focus: Using appropriate Language and sentences**  **Standards:**  **SL.3.6**. - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  **I Can Statement(s):**  I can speak in complete sentences to support my claim.  **Instructional Plan:**  ***I Do****:* When making a claim and supporting with evidence from the image I will model how to speak using complete sentences using grade level appropriate vocabulary for supporting evidence.  ***We Do***: Together we will make a list of “key” words one might use to support a claim  ***You Do:*** When working in collaborative groups, during think-pair-share, and turn and talk students will use grade level appropriate conversations, speaking in complete sentences, using “key” words to help support their claim. | | | | |
| **Closing/Summarizing Strategy** | * Review essential vocabulary from the lesson using turn and talk * ask students to make a claim about a shoulder buddy and find one factual, supporting detail * **if time share the claims and evidences (transition time)** * A look ahead for tomorrow | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| * students may be asked to explain the features of the genre and how they know that is a feature of that particular genre | | * students at intervention level may cut out or draw their supports into the graphic organizer | | | * ELL’s may cut out or draw their supports into the graphic organizer |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** Assess lesson mastery with group graphic organizer and think-pair-share activities, Assess Task mastery with a post-assessment graphic organizer on 9/4, Assess Unit mastery with GEMS Unit 1 Post- Assessment on 9/21 | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*